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March 2015

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Recommended Citation

Georgia Southern University, "Research Briefs: Assessing Our Students Assessing Their Students: Support and Impact of Preservice Teachers on P-5 Student Learning" (2015). *Research Briefs*. 17.
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RESEARCH BRIEFS

March 2015

Georgia Southern College of Education

Assessing Our Students Assessing Their Students: Support and Impact of Preservice Teachers on P-5 Student Learning

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Abstract

This study examines and analyzes the impact and support of preservice teachers on 74 featured P-5 students' learning outcomes during units of instruction in three practicum tiers in an early childhood education program. The quantitative results indicate a significant difference in the P-5 students' gains on the pre- and post-assessment for unit instruction. However, there is no significant difference in gains between the three tiers, student gender, social economic status, grade levels and subjects taught. The qualitative results reveal that the preservice teachers effectively support their P-5 students' learning through providing accommodations and modifications, monitoring student progress and offering recommendations to family for support—strategies which lead to significant impact on the P-5 students' achievement. Recommendations include improving preservice teachers' ability to analyze, interpret and present data; and collecting data systematically in regards to preservice teachers' impact on their students' learning during their practicum experiences.

Practical Application

Due to the many societal demands for accountability, teacher education programs are constantly being evaluated, revised and restructured. This study has responded to the call for more program evaluations that focus on P-5 student learning outcomes. Research on learning outcomes is a critical component in educating preservice teachers. In addition, program areas within colleges and departments of education benefit from being able to evaluate, adjust and restructure practices and assignments to help develop more effective preservice teacher preparation. Finally, the study helps extend the literature on preservice teacher education.

Citation

Nancy M. Arrington & Hsiu-Lien Lu (2015) Assessing Our Students Assessing Their Students: Support and Impact of Preservice Teachers on P-5 Student Learning, *The Teacher Educator*, 50:1, 9-30, DOI: 10.1080/08878730.2014.976105

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